

# Lakey Lane Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	103223
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	323779
<b>Inspection dates</b>	20–21 January 2009
<b>Reporting inspector</b>	Gerald Griffin

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	361
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Don Abbey
<b>Headteacher</b>	Louise Cockell
<b>Date of previous school inspection</b>	18 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Lakey Lane Hall Green Birmingham B28 8RY

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<b>Age group</b>	3–11
<b>Inspection dates</b>	20–21 January 2009
<b>Inspection number</b>	323779

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Lakey Lane is a primary school of above average size. Pupils come from a relative disadvantaged background and the percentage of families claiming free school meals is above the national average. One third of pupils are from White British families and a quarter have Pakistani heritage. Pupil mobility is high, with a large number of pupils joining or leaving the school at times other than the start of the academic year. About half of the pupils who left school in Year 6 in 2008 started their education at the school. The proportion of pupils who do not speak English as their first language at home is above the national average and nearly a quarter of them are at the early stages of learning English. The school's Early Years Foundation Stage (EYFS) provision comprises a Nursery with part-time and full-time places and two Reception classes. A privately managed pre-school is situated on the school site.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Lakey Lane is a good school. Pupils achieve well and reach average standards by the time they leave school in Year 6 from starting points below those typically expected. Children make good progress in the Nursery and Reception classes. Standards have greatly improved over the past two years under the clear direction and good leadership of the headteacher. Pupils are very polite to adults and each other and their personal development is good. They thoroughly enjoy all aspects of school and this is reflected in their behaviour, which is outstanding. Pupils feel extremely safe in the school's secure atmosphere and they take very great care to keep themselves and others free from any harm.

Standards are rising because teaching has improved and is now good. Teachers mostly plan very interesting work and promote very positive relationships in lessons. As a result, pupils are keen to learn. Pupils are stretched by their work and make good gains in their knowledge and understanding. Occasionally in lessons, teachers talk for too long. When this happens, pupils lose interest in learning and progress slows.

The good curriculum provides pupils with highly relevant and engaging work. Recent improvements to the curriculum are helping to raise standards and add to pupils' enjoyment of school. The EYFS curriculum provides children with a good range of indoor activities. However, there are too few opportunities for children to learn outside and this slows their development of independence. The new computers are used well by pupils and standards in information and communication technology are now average.

Parents and pupils rightly say that pastoral care is outstanding. Pupils can confidently approach an adult with a concern knowing their worries will be quickly and sympathetically resolved. Care, guidance and support overall are good. The school makes full use of its excellent partnerships with the other agencies in order to promote the progress of pupils, particularly those with learning difficulties and/or disabilities. Pupils who do not speak English as their first language at home have good programmes of support. Pupils receive regular academic guidance but some pupils are unclear about the challenging academic targets that they must reach by the end of the year in subjects such as English and mathematics. This means they are not able to assess their rate of progress or take enough responsibility for their learning.

Parents are overwhelmingly pleased with the standard of education their children receive. Typically one parent wrote, 'I have three children at the school and they are very happy. I am extremely pleased with their progress and all that they achieve. Teachers are approachable, warm and encouraging.'

Leadership and management are good. The headteacher is ably supported by her deputy and subject leaders. Staff enthusiastically share the leadership's determination to raise standards further and the school's record of improvements over the past two years shows that it is well placed to do this.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children get off to a good start in the Nursery and Reception classes. Children work happily and safely in the stimulating and caring atmosphere and make good progress in all areas of learning to reach average standards by the time they start Year 1. Parents are very pleased with the induction arrangements that ensure children settle into school and the regular reports they

receive about their child's progress. Children play together well and readily share toys and resources. They behave very well and are self-confident. Learning is good because children receive consistently good teaching. Children learn from an exciting range of practical and first-hand experiences. Teachers plan an appropriate balance of adult-led activities and those chosen by children. Teachers are quick to celebrate children's achievements to promote their self-esteem. Staff are especially good at helping children to develop their reading, writing and numerical skills. This means children quickly learn letters and recognise their names. They thoroughly enjoy counting and gain a secure understanding of number. Adults use cameras and observations to check what children know and can do. These assessments are used effectively to plan the next step in each child's learning. The best learning takes place indoors. Teachers do not plan enough outdoor work and children are not given sufficient opportunity to choose to work outside. This slows their gaining of independence and hampers their exploration of the outdoor world. The effective leadership team is working hard to remedy this weakness. Leaders provide effective training for staff to ensure they have a wide range of appropriate skills to promote children's learning and welfare.

### **What the school should do to improve further**

- Ensure teachers maintain the interest and participation of pupils throughout their lessons so that pupils make continually good progress.
- Improve opportunities for children in the EYFS to learn outside to foster their independence.
- Ensure that all pupils know their academic targets so that they can measure their progress towards them and take responsibility for their learning.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement, including those with learning difficulties and/or disabilities, is good. Children start the Nursery Year with levels of experience well below those expected for their age. Children and pupils make good progress in the EYFS and in Years 1 to 6. By the time pupils leave school in Year 6 they reach broadly average standards. The school is successfully tackling the slow progress of pupils from White British families so that they now make the same progress as their peers in English and are rapidly catching them up in mathematics. Pupils who join the school during the academic year make good progress, as do pupils who do not speak English as their first language at home.

Pupils make good progress in English, mathematics and science. Accelerating progress in their use of vocabulary enables pupils to express their ideas clearly when writing stories and accounts. Pupils' good progress in understanding number means they can solve mathematical problems accurately. During the inspection, a Year 4 class made good gains in their knowledge and understanding of grouping animals and were able to construct accurate keys to identify them. While younger pupils read confidently, they do not always understand the meaning of the text.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Pupils respect each other, adults and property. They reflect thoughtfully on their feelings. A crystal clear understanding of right and wrong underpins their outstanding behaviour. This means, for example, that pupils maintain concentration because lessons flow without interruptions. They work together well

in groups and are keen to share and help each other. By celebrating each other's festivals, pupils gain a clear understanding of the diversity of British culture.

Bullying and racist incidents are rare and where they do occur, they are quickly and appropriately dealt with. Pupils have a very secure understanding of how to keep themselves safe, for example, when crossing the road and on the internet. Their knowledge of the dangers of drugs and alcohol abuse is extremely well developed. Most pupils try hard to maintain a healthy lifestyle by eating sensibly and taking plenty of exercise. Pupils have a total enthusiasm for all that the school offers. They talk animatedly about their exciting lessons, educational visits and the many opportunities to participate in school clubs. This is reflected in the fact that most pupils attend very well. However, attendance overall is satisfactory rather than good because of the relatively high number of pupils who leave school in the middle of the school year. Pupils are keen to take responsibilities in school as monitors and members of the school council. They enthusiastically collect for charity and readily help improve the local community, for example, in anti-litter campaigns. Positive attitudes and average standards mean that pupils' preparation for secondary school and future employment is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers use resources such as computers, whiteboards, games and books well to engage pupils and develop their learning. Teachers clearly explain lesson objectives so that pupils know precisely what they need to do. Teachers use assessments well to plan tasks that challenge pupils. Sometimes progress slows when the teacher takes too long to explain answers or to set or review work. When this happens, pupils listen passively and do not participate in the lesson. Teaching assistants make a valuable contribution to learning, especially for pupils with learning difficulties and/or disabilities and those at the early stages of learning English.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum supports pupils' personal development well, for example in physical education and health lessons. Thought-provoking assemblies develop pupils' spiritual and moral development especially well. While the high priority given to improving pupils' literacy and numeracy is appropriate, the curriculum also provides a broad range of learning experiences, for example in drama and French. Recent curriculum changes to make work more relevant are helping pupils from White British families catch up with their peers in English lessons. The changes are not yet as effective for them in mathematics. A wide range of well attended clubs adds to pupils' enjoyment of school. The many educational visits to places such as museums bring relevance to class work and broaden horizons.

### **Care, guidance and support**

#### **Grade: 2**

Staff use their detailed knowledge of each child expertly to provide pupils with a high standard of care. Pupils with learning difficulties and/or disabilities receive sensitive support. Frequent reviews of their learning programmes ensure they accurately meet their needs. The procedures to ensure pupils who arrive during the academic year settle quickly into school are effective. Pupils who are learning English get good support, especially from staff who speak their home

language. The school uses an extensive range of outside agencies extremely well to promote pupils' welfare and progress. For example, experts are helping staff plan effective programmes to support pupils with autism. Child protection procedures and health and safety measures are robust and regularly updated.

Teachers' marking and other feedback to pupils on how they can improve their work are good overall. Pupils' understanding of their target levels in English, mathematics and science is not always secure and they are not always clear about the progress they are making towards them. This means that some pupils are unable to take full ownership of their learning and responsibility for the progress they make.

## **Leadership and management**

### **Grade: 2**

Robust and regular checking of standards against challenging targets gives the school a clear understanding of its strengths and areas for development. Improvement plans are effective. For example, standards have risen in mathematics because improvements to the curriculum provide more opportunities for pupils to use and apply their knowledge of number to solve mathematical problems. Subject leaders are having a positive impact on checking progress and improving standards in their areas. For example, they have sharpened teachers' skills in using phonics to improve reading. The school uses resources effectively to keep teaching groups small so that pupils get more individual help. Community cohesion is good. The school is most effective in its work within the local and wider community. For example, it has been particularly successful in providing workshops for parents to enable them to support their children's learning. Governors work hard on behalf of the school. They are well informed and hold the school closely to account.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

22 January 2009

- Dear Pupils
- Inspection of Lakey Lane Junior and Infant school, Birmingham, B28 8RY

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. You are rightly proud of the school's happy atmosphere in which you all get on so well together. We think Lakey Lane is a good school. We also think it is improving. Here are some of the things we found out.

- You make a good start to school in the Nursery and Reception classes.
- Good teaching helps you make good progress in your lessons.
- Standards are average in English, mathematics and science.
- You really enjoy school and feel very safe and secure.
- You behave extremely well and most of you attend very regularly.
- You have good relationships with your teachers and you work hard for them.
- The curriculum provides you with many exciting clubs and visits out of school.
- Adults look after you well and are always ready to help you.
- You have a clear understanding of how you can improve your work.
- The headteacher and adults are working hard to make sure the school gets better.

We have asked the school to do three things to help you do even better in your learning.

- Make sure you are always working hard in lessons.
- Plan more work outdoors for children in the Nursery and Reception.
- Tell you your targets, especially in English, mathematics and science so that you can check your own progress in meeting them.

You can help the school by continuing to behave very well, trying your best in lessons and attending regularly.

We wish you all success in the future.

Yours sincerely

Gerald Griffin Lead inspector